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dictions of modern life lies in the antithesis of Quantity and Quality. The discovery of America, the French Revolution, and the development of machinery have created a new ideal which urges us to overstep all limits. European civilization, like its ancient model and source, is clearly confined within small limits. The ancient world was bounded by the triangle of limitation, concentration and discipline, imposed upon itself by itself by act of will. The two contradictory ideals are in conflict. Europe looks down on America as barbarian, America on Europe as effete. Yet at the same time Europe imitates America in its mad striving for wealth; America looks with envious eyes at the culture of Europe. The inevitable tendency is toward fusion. To many people a purely quantitative ideal is merely temporary. We can not drink more than we do; so we try to improve the quality of what we drink. The real solution is that of antiquity: we must will ourselves to adopt the doctrine of the Golden Mean.

Ferrero may not convince us, but he interests us and makes us think. Certainly his views are more original and valuable than most impressions of America. General readers should find the books well worth their time. Classical readers will find his analysis of ancient civilization interesting, and should be grateful to him for insisting on the important fact that politics dominated, in large measure, Roman history. Ferrero applies to Mr. Roosevelt the phrase "robust self-confidence": I for one can not help feeling that it might almost be applied to Ferrero himself as he essays to solve the riddle of America.

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EVAN T. SAGE.

Writing Latin: Book Two. Revised Edition. By John Edmund Barss. Boston: D. C. Heath and Co. (1913). Pp. viii + 160. 75 cents.

This excellent revision of an excellent text-book makes the favorable first impression so much to be desired by man, woman, or book. The binding is restful in color, the paper is of good quality, the press-work is neat.

The Preface reveals a candid and good-tempered personality, in the frank abandonment of a former pet plan, and in the liberal treatment of a method different from the writer's own.

There is abundance of connected prose, both interesting and usable. The vocabularies are admirable.

Of general features there are three that seem regrettable: (1) the absence of an index; (2) the placing of the superlatively good Special Vocabularies at the end of the book rather than with the lessons to which they severally belong; (3) the inadequacy of the Introduction, in which are stated two principles of Latin composition, as if these were all, while others of at least equal importance are omitted. Paragraph 6 of the Preface states such a principle; in the Hints on page 4 another is given.

It will be seen that, in this general survey, the defects of the work are trivial, in comparison with its merits.

A closer examination gives the same proportion. The book comes nearer than do most others to making the student independent of a teacher. One really capable of reading English would find the treatment of conditions, participles, infinitives, and indirect discourse quite sufficient, without an instructor.

So much cannot, however, be said for Lessons XXV-XXVII, on Use of Talis, etc., Pronouns, and Correlatives—all subjects curiously difficult and rarely mastered in a Secondary course. Yet here are no Grammar references and almost no "hints".

The use of brackets and marks of parenthesis to secure Latin idiom is laudable, but in some cases a bit complicated, as in sentence 9 on page 3: "Whom will the general associate with him (join to himself [as] companion)?"

Mr. Barss does not often make his English yield to the exigencies of Latin Grammar, but on page 28 is the following question: "Or are you unaware that I know that you confessed that you feigned many things which were afterwards discovered to be false?" Would Mr. Barss accept this sentence for idiomatic English, if it were offered as translation?

The development of subjects is logical and not too metaphysical for boys and girls.

The General Vocabulary is singularly helpful in combining with definition just the needed help in syntax.

It may justly be said that this book is the work of a thoughtful and practical teacher who has read the minds of his students; it forestalls the perennial error and the intelligent mistakes and will help to straight thinking any boy who will think at all.

WESTERN HIGH SCHOOL,
Baltimore.

MARY B. ROCKWOOD.

THE ALCESTIS IN ENGLISH

A performance of the *Alcestis* of Euripides in English was given by the members of the Roman State of the East High School, Rochester, N. Y., on March 19. The production, under the general direction of Dr. Mason D. Gray, was in every way a credit to the School and a rare pleasure for all who were privileged to see it,—a performance, indeed, of which any College might be proud. May such serious endeavors to understand and make others understand the spirit of the Greeks multiply in American Schools! They serve a high educational purpose. This performance showed effectively the essential importance of the chorus in Greek drama, even in Euripides. The choral songs were a delight to the ear and a most impressive rendering of the spirit of the piece. The music was that composed by Charles H. Lloyd for the performance at Oxford University in 1887, and was simple and pleasing, a "convincing" suggestion of what Greek music might be. For the dialogue the version of Arthur S. Way was used.

H. H. YEAMES.